

Functional Assessment Interview

Student Name: _____ Date: _____

School: _____ Grade: _____ DOB: _____

Person(s) Completing Assessment _____

Tertiary Prevention interventions are implemented through a flexible, but systematic, process of functional behavioral assessment and behavioral intervention and support planning. This worksheet presents the general steps of the process. The following sections are to be completed by the Behavior Support Team to guide the Functional Behavior Assessment and Positive Behavior Support planning process. Parts A through D can be completed by the team, or used to interview teachers and other school personnel who work with and have knowledge about the student.

Part A: Identify goals and desired outcomes.

1. What skills and/or strengths does the student display?
2. What are the goals or desired outcomes of the intervention?

Part B: Operationally define the typical target behavior(s).

	Behavior #1	Behavior #2
What does the behavior look and sound like?		
How frequently does the behavior occur?		
How long does the behavior last?		
How intense/dangerous is the behavior?		
What typically brings an end to the behavior?		

Part C: Identify Typical Antecedent and Consequent Events. Answer each of the following questions. For each "Yes" response, provide a full description or additional information that is important.

Identify Antecedents: Setting Events (slow triggers)

1. Are there any life stressors that could be contributing to the problem?

☐ No

☐ Yes _____

2. Are there any health or physical conditions that could be contributing to the problem?

- ☐ No
☐ Yes

Triggering Antecedents (fast triggers)

3. Are there times when the behavior ALWAYS occurs?

- ☐ No
☐ Yes

2. Are there times when the behavior NEVER occurs?

- ☐ No
☐ Yes

3. Does the behavior occur more predictability during particular activities or academic subjects?

- ☐ No
☐ Yes

4. Does the behavior occur more predictably around a specific adult, peer or a group of specific peers?

- ☐ No
☐ Yes

5. Are there problems with transitions?

- ☐ No
☐ Yes

6. Does the student have any skill deficits that could contribute to the occurrence of the problem behavior?

- ☐ No
- ☐ Academic Skills: Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.
- ☐ Participation Skills: The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction. Social Skills: The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.
- ☐ Communication Skills: The student has difficulty requesting what he/she needs, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding nonverbal or verbal language, or following directions.

- ☐ **Organizational Skills:** The student has difficulty organizing school supplies, study area, time or projects, organizing class notes, or dividing assignments into tasks.
- ☐ **Self-Regulation Skills:** The student has difficulties staying on-task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or difficulty transitioning between activities, places, or people. The student has difficulty with problem solving.
- ☐ **Study Skills:** The student has difficulty studying for tests, taking tests, taking notes from lectures, or using studying techniques.

Identify Consequences of Problem Behaviors:

7. What do you do when the problem behavior occurs?
8. What happens immediately after the problem behavior occurs?
9. What else has been done to the student as a result of doing the problem behavior?

Identifying the Perceived Function:

Typical Perceived Functions:

To obtain:

- o Attention (peer or adult)
- o Desired objects/activities
- o Sensory stimulation

To avoid:

- o Attention or interactions
- o Tasks or activities
- o Physical discomfort

7. What do you think the student gets or avoids by doing the problem?
8. What do you think student gets or avoids by doing the problem that is so important to him/her that he/she is willing to pay these consequence in order to have it?
9. What does the student get out of or avoid?
10. Is there anything else does the student gets or avoid?

Part D: Schedule Review

List the student's daily schedule and the academic area or activity presented during that time. Then rate the probability that the behavior will occur during the indicated time or activity.

Time, Period, Activity	Typical Problem Behavior(s) (#1 or #2 from above)	Typical Triggering Antecedent(s)	Typical Maintaining Consequence(s)	Probability of Problem Behavior (low, medium, high)
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H

Summary: Complete the chart below by transferring information gathered in parts A, B, C, and D.

Setting Event (Slow Triggers)	
Antecedents (Fast Triggers)	
Problem Behavior	
Maintaining Consequence (Function)	



Specific hypothesis formation: Use the information above to answer the questions below to develop a specific hypothesis about the function of the behavior:

Given the circumstances when (slow trigger) _____ and
when (fast trigger) _____
occurs, the student does (problem behavior) _____
in order to (maintaining function) _____.

To what degree of accuracy do you think you have identified the setting events, antecedents and function of the problem behavior?

Not very confident

Very Confident

1

2

3

4

5

Part E. Conduct an observation.

Conduct an observation in the classroom or environment where a student experiences the most problems using an A-B-C anecdotal report form (page 11). An anecdotal report is a simple data recording method in which the observer maintains a written description of events during an observation period using an antecedent-behavior-consequence (A-B-C) format. The report provides a written description of everything that happens concerning the student during a specific period. When completing the form, the A column is used to record the antecedents observed, the B column is used to record the target student's observable behaviors, and the C column is used to record the consequences, or events, that follow the behavior. It is generally recommended that a minimum of 3 observations be conducted, with an opportunity to observe between 15-20 occurrences of the behavior.

Part F. Summarize the information.

After conducting an observations, analyze all data (interviews and observations), looking for consistent patterns in terms of when problem behaviors occur and consequences that follow the behaviors that may indicate function.

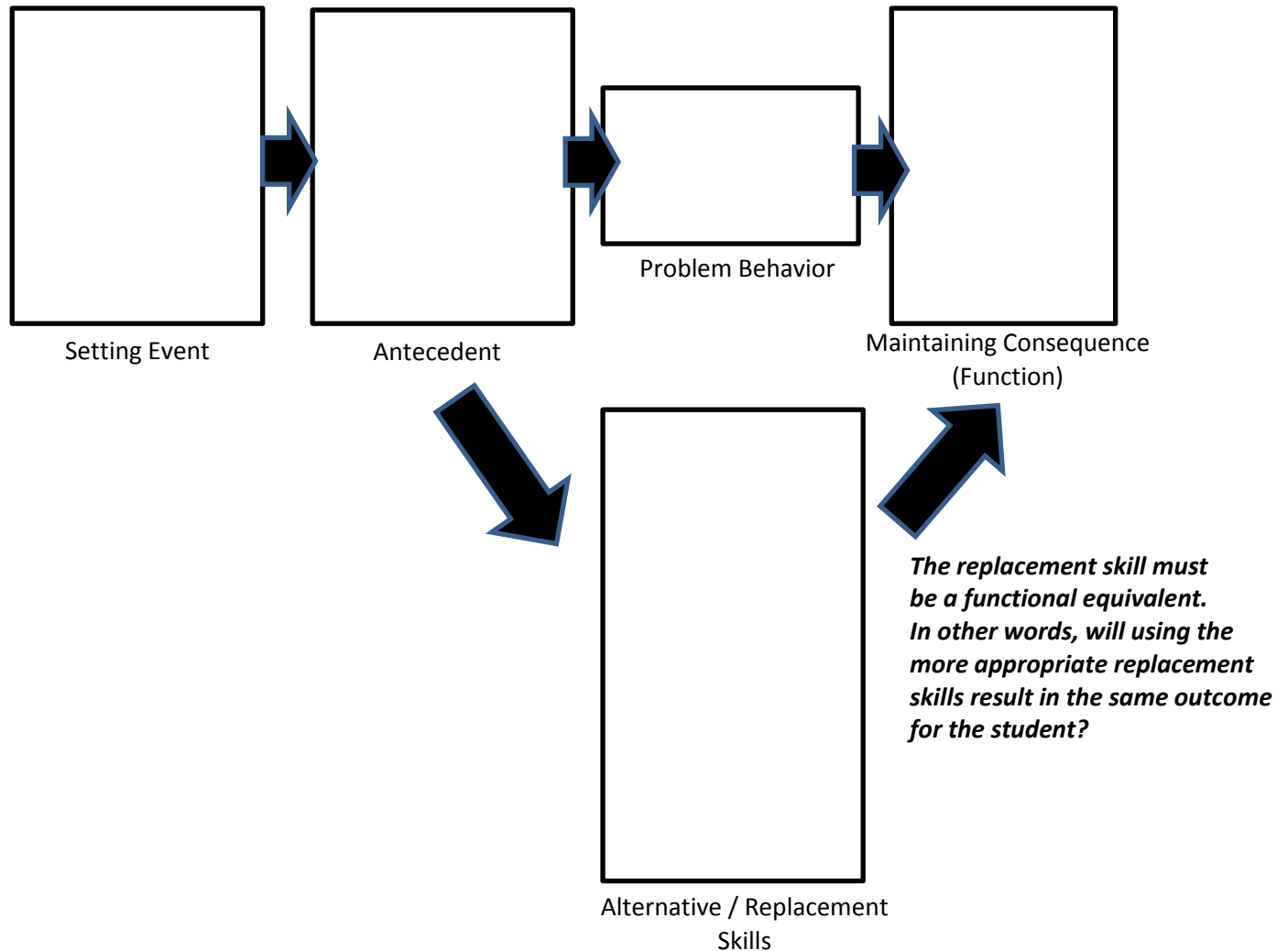
Data Review and Analysis

Summary Notes:

- ☐ Review the indirect data sources (interviews) to identify any common responses or observations. Agreement across different sources is an indication of valid data.
- ☐ Review the observation data to identify patterns in how the student responds to different antecedents and what happens after each occurrence of inappropriate behavior as well as appropriate behavior.
- ☐ Look for patterns in ways the adults and peers in the environment respond to the behavior.
- ☐ Look for similar patterns in antecedents and consequences across observations.
- ☐ Compare direct observation data with indirect data assessments. Does data from the observations support the information gathered through the indirect assessments?

When the information is in agreement, the data suggests a strong explanation for the student's behavior. If the observations do not corroborate the information gathered through indirect assessments, further observations under targeted conditions should be conducted.

Based on the data review and analysis, summarize the results of the assessment:



Part G. Generate a function based behavioral support plan.

Develop a function-based plan, based on the hypothesis statements, to address the behavioral concerns and fit within the environments in which it will be used. The Positive Behavior Support Plan includes:

- A. Confirm the environment represents best practice (e.g. classroom structure, instructional management, behavior management, classroom climate).
- B. Strategies for prevention: Identify adjustments to the environment that reduce the likelihood of problem by decreasing the effectiveness of antecedent events that trigger problem behaviors and increasing the effectiveness of antecedent events that trigger replacement behaviors (e.g. modify activity schedule, adapt curriculum, modify design of instruction, adapt instructional procedures, prompts for appropriate behavior, provide precorrections). These should be directly linked to the assessment information.

- D. Instructional strategies: Teach functional replacement/acceptable alternative behaviors, adaptive social skills and build general competencies.
- E. Extinction strategies: Deter problem behavior by minimizing positive and negative reinforcement that is maintaining problem behaviors.
- F. Reinforcement strategies: Increase the effectiveness of appropriate behavior by delivering a rich range of effective reinforcement.
- G. Crisis management (if needed)

**** Use the Function-Based Intervention and Positive Behavior Worksheet (pp. 12-14) and the Function Related Interventions chart (pp. 15-16) to develop the support plan.***

A-B-C Report Form

Name _____ Date/Time of observation _____

Place observation occurred _____ Environmental conditions (number of students, arrangement,
number of adults, etc.) _____

Activities observed during observation _____

Unusual or potentially influential conditions _____

Time	Antecedent	Behavior	Consequence

Function-Based Intervention and Positive Behavior Support Plan Worksheet

The functional assessment serves as the basis for the development of a Positive Behavior Support Plan (PBSP) that changes environmental conditions (i.e., antecedents and consequences) while providing instruction in the acquisition of new, more appropriate behaviors. Complete each section of the PBSP Worksheet using the information gathered through the functional assessment.

1. Does the classroom environment represent best practice in the areas of classroom structure, instructional management, behavior management, classroom climate?

- ☐ If Yes, go to item 2.
- ☐ If No, complete the Classroom Check-up and Action Plan to improve the classroom environment.

2. Is the curriculum appropriate?

- ☐ If Yes, go to item 3.
- ☐ If No, develop plan for curriculum and instructional revisions.

3. Write the hypothesis you developed as a result of the FBA:

Given the circumstances when (slow trigger) _____
and/or when (fast trigger) _____ occurs,
the student does (problem behavior) _____
in order to (maintaining function): _____

4. **Based on the function** listed in item 3, what can you change (antecedent manipulation) that will make it less likely that the behavior will occur?
Review appendix A for function related interventions.

<i>Antecedent Manipulation</i>	<i>Implementation Steps</i> <i>(list specific steps to be taken to implement intervention in the environment)</i>	<i>Person(s) Responsible</i>

5. **Based on the identified skill deficit(s)**, what instruction will take place to teach the appropriate skills?

<i>Skill</i>	<i>Instructional Procedures</i> <i>(list specific steps to be taken to teach the new skills and generalization procedures)</i>	<i>Person(s) Responsible</i>

6. **Based on the function**, how will you provide appropriate reinforcement (maintaining consequence) for the replacement behavior/skill?

<i>Reinforcement Procedures</i>	<i>Person(s) Responsible</i>

7. **Based on the function**, how will you prevent the target behavior from being reinforced?

<i>Procedures to Withhold Reinforcement</i>	<i>Person(s) Responsible</i>

8. Crisis management procedures provide a script for what adults will do when behavior is potentially dangerous to self or others. These procedures are strategies that keep student's safe, they do not change behavior.

Crisis Management Procedures	Person Responsible

9. How will you monitor progress and effectiveness of the plan

Data Collection	Person Responsible
How will progress be monitored?	
How will data be collected?	

Appendix A

Function Related Interventions

The chart below provides possible intervention strategies to incorporate into a comprehensive behavior intervention plan based on the function of the problem behavior.

Function	Intervention Strategy	Example
Gain Attention	Schedule adult attention	<ul style="list-style-type: none"> • Have adult work with student • Have adult periodically provide attention • Increase positive interactions with student • Provide increased specific praise for appropriate behavior
	Schedule peer attention	<ul style="list-style-type: none"> • Pair student with a peer • Use peer tutoring
	Increase proximity to student	<ul style="list-style-type: none"> • Move seating arrangement • Periodically move about classroom
	Provide preferred activity	<ul style="list-style-type: none"> • When adult is occupied and unable to provide attention, assign a more preferred activity
Escape Task or Environment	Adjust demand difficulty	<ul style="list-style-type: none"> • Provide easier work • Decrease amount of work
	Offer choice	<ul style="list-style-type: none"> • Allow student to choose: <ul style="list-style-type: none"> ○ Task to complete ○ Sequence of tasks to be completed ○ Materials to use ○ Where to complete task ○ When to complete task ○ With whom to complete task
	Increase student preference/interest in activity	<ul style="list-style-type: none"> • Incorporate student hobbies/interests into activities
	Assure that activities have functional or relevant for the student	<ul style="list-style-type: none"> • Provide activities with valued outcome
	Alter length of task	<ul style="list-style-type: none"> • Shorten activity • Provide frequent breaks
	Modify mode of task completion	<ul style="list-style-type: none"> • Change medium/materials • Replace pencil and paper with computer, etc.

Function	Intervention Strategy	Example
Escape Task or Environment	Use behavioral momentum, task dispersal	<ul style="list-style-type: none"> • Present easy requests prior to difficult request
	Increase predictability	<ul style="list-style-type: none"> • Provide cues for upcoming or change in activities (instructional, visual, auditory)
	Modify instructional delivery	<ul style="list-style-type: none"> • Use pleasant tone of voice
	Differential negative reinforcement of alternative behavior (DNRA)	<ul style="list-style-type: none"> • Allow a break from instruction based on an alternative appropriate response (e.g. compliance) while placing problem behavior on extinction
	Differential negative reinforcement of zero rates of responding (DNRO)	<ul style="list-style-type: none"> • Allow a break when the problem behavior has no occurred for a specific period of time and place the problem behavior on extinction
	Extinction	<ul style="list-style-type: none"> • Ignore problem behavior and continue presenting the task regardless of problem behavior
	Noncontingent escape (NCE)	<ul style="list-style-type: none"> • Provide breaks from work on a time-based schedule, irrespective of problem behavior
Tangible	Provide a warning	<ul style="list-style-type: none"> • Indicate activity is about to end
	Schedule a transitional activity	<ul style="list-style-type: none"> • Schedule a moderately preferred activity between highly preferred and highly nonpreferred activities.
	Increase accessibility	<ul style="list-style-type: none"> • Put highly preferred items within students' reach
Sensory	Provide alternative sensory reinforcement	<ul style="list-style-type: none"> • Offer radio to student seeking auditory reinforcement, or visual stimuli to a student seeking visual reinforcement
	Enrich environment	<ul style="list-style-type: none"> • Fill environment with interesting and stimulating activities